

Nurture Me Day Nursery

Snapethorpe, Rugby Road, LUTTERWORTH, Leicestershire, LE17 4HN

Inspection date	16/04/2014
Previous inspection date	16/04/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff have an excellent knowledge of how children learn, and provide a rich, varied and imaginative educational programme, with precise assessment and planning for individual children. As a result, they make rapid progress in their learning and development.
- Partnerships with parents and other professionals are highly effective and fully support all children's needs, making this a truly inclusive nursery. This makes children's transitions a seamless and positive experience.
- The caring, family atmosphere of the nursery enables children to feel exceptionally secure and happy. They form close bonds with their key person and there are excellent relationships between all staff and children. They have extremely good independence in their personal care routines and make their own choices in their play and at meal times.
- There is excellent teamwork between all staff as they evaluate the provision regularly and identify sharply-focussed areas for improvement. The manager monitors the educational programmes and staff performance extremely effectively so that children benefit from extremely high quality learning experiences.
- The nursery has a robust recruitment process that treats family members equally. Excellent inductions, appraisals and supervisions ensure staff continue to be suitable. Staff have an excellent knowledge of safeguarding procedures and as a result, keep children safe.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the nursery, looked at documentation and spoke to staff.
- The inspector observed children inside and in the garden and looked at their learning journey records.
- The inspector held a meeting with the manager and one of the owners and conducted a joint observation.
- The inspector checked evidence of suitability and qualifications of staff working with the children.

Inspector

Samantha Faulkner

Full report

Information about the setting

Nurture Me Day Nursery was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a converted building on the outskirts of Lutterworth in Leicestershire and has a large enclosed outdoor area. It is managed by a partnership. The nursery serves the local area and is accessible to all children. There are 14 members of staff who care for the children. Of these, nine hold appropriate early years qualifications at level 3 and two at level 6. The remaining staff are working towards qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 102 children on roll, 63 of whom are in the early years age group. The nursery provides funded early education for two- three- and four-year-old children. In addition, the nursery has an out of school club, which runs from separate rooms in the same building. The nursery receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- continue to support children's knowledge of recycling, for example, by composting the food scraps in the garden.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The nursery has very strong strategies to engage with families and, as a result, they gain a good insight into children before they start. Parents are welcomed in for flexible settling-in sessions and join in with the activities in the room. They provide information about what their children can do at home and about their individual needs. Staff gain a good insight into what the children enjoy playing with and how the parents want their children's care needs met. This means that children settle really well and thoroughly enjoy their time at the nursery. The staff are all extremely knowledgeable about the Early Years Foundation Stage and display children's work to showcase the excellent and varied activities that children learn from and to demonstrate how they meet all of the learning and development requirements of the Early Years Foundation Stage. For example, children make skittles from plastic bottles and use numbers and pictures of favourite characters to mark them, led by their interests. Staff use the game to teach mathematical language and introduce a tally sheet to the children to enable them to use numbers for a purpose. The display shows children taking responsibility for the game and organising the rules themselves. Children learn about recycling by sorting scrap materials, boxes and cardboard into bins and learn about the process and the effects on the environment. This vibrant teaching means that children are active learners, are well motivated and very keen to join in. However, they do not implement this knowledge, for example, by recycling food

scraps to make compost.

The whole staff team actively use effective observations and assessments to contribute to the ongoing planning and children's next steps. The planning demonstrates an excellent choice of rich, varied and imaginative activities that offer learning opportunities for all seven areas of learning. As a result, all staff can extend children's learning and respond to changes in children's interests. For example, some children love making dens inside but are more reluctant to play in the garden, therefore staff take poles, materials and clips into the garden and encourage the children to use their imagination, making a wigwam. This interest escalates and children use an old barbecue to cook a 'soup' by mixing sand, mud, water and woodchip. Staff model excellent language and other children join in, sharing out the pretend soup with their friends. When the water starts to leak out through the holes in the barbecue, children are challenged and motivated to solve this problem and by talking to each other, they quickly decide to place a saucepan underneath to collect the water. Pleased with themselves, they continue with their game. This outstanding teaching by staff means that children are interested and learn through first-hand experiences. Staff complete regular assessments, including the progress check at age two, to share with parents about their child's progress. This helps parents to support their child's learning at home. As a result, children are making excellent progress and gaining the necessary skills to support their future learning.

Observations and assessments are extremely focussed and accurate, enabling staff to identify any signs of early delay, and as a result, children benefit from a truly inclusive setting. Staff support children with a multi-agency approach with medical issues and special educational needs and/or disabilities, those with delayed speech and language development and those with English as a second language. Staff complete individual educational plans with parents that ensures that children's individual needs are always met and enables parents to have a consistent approach to learning at home. As a result, children make exceptional progress because of the dedication and commitment of an excellent staff team, who show real passion and enthusiasm to provide every child with the best possible start for school. The nursery is participating in a pilot programme that teaches physical play to children in readiness for school. Children learn new mathematical language and physical skills by having to listen to instructions and be attentive. They take turns and include staff in their activities. For example, children learn how to do log rolls and each take a turn, including the staff. They play counting games by bouncing frogs on a large sheet of elasticated material and sing action songs. Children use fine motor skills and staff teach the early stages of mathematics and good socialisation skills in preparation for school.

The contribution of the early years provision to the well-being of children

The nursery has a superb key person system which is fully embedded. Parents are well informed of who their child's key person is and staff support their children in small groups. Decisions on the key person are based on children's preferences and their individual needs. The key person shares information and is genuinely interested in finding out more about the family. This gives children an extremely strong sense of security and very secure attachments with their key person. As a result, new children settle very quickly and

are all confident to talk to the inspector, show their learning journeys and share their experiences at nursery. Transitions are excellent between rooms. The key person takes children on short settling-in visits and only moves children to a new room, when they are developmentally and emotionally ready. As a result, children enjoy their time at the nursery and the strong support from their key person ensures they are emotionally secure. Children are all engaged in playful activities and are active learners in their environment, which is thoughtfully laid out. Resources are all accessible to children and use of space is not restricted, meaning that children use their imaginations and creativity to explore their own games. There are excellent opportunities for daily exercise by using the free-flow from the rooms into a secure garden. Babies are provided with all-in-one puddle suits so they can still crawl around outside in all weathers and equally participate in the learning environment.

Children show delight at playing with their friends and are excellent at sharing and taking turns. The nursery has an excellent behaviour management policy and as a result, children's behaviour is impeccable. All children are highly engaged and enthusiastic to learn. They are rewarded with lots of positive praise by all staff. Children's independence is highly promoted in all of the rooms. Babies' furniture enables them to choose where and when to sit at the tables and staff encourage them to take tissues to blow their noses, disposing of them in the bin. The older babies who are on transition visits, eat in the upstairs dining room. They climb the stairs on their own, supported by staff who remain close by. The toddlers change into their outdoor coats and shoes and use the toilets independently, even though this takes them longer. The pre-school children set their own table for meals, choosing where to sit and help to serve their food. They scrape and clear away their plates and have complete choice about where to play throughout the day, often selecting the games or activities they want to play with. This heightened level of independence results in extremely confident children who are able to manage their own needs in readiness for school. Children's safety is promoted by all staff, the premises are secure and the garden carefully designed to ensure children of all ages can safely take risks. For example, children use uneven logs for jumping and balancing, babies negotiate steps to climb through their tunnel and toddlers manage the stairs unaided.

Staff deployment is excellent and they carefully supervise children as they free-flow between the playrooms and the garden. A higher risk part of the garden is used in small groups for children to use their large motor skills by driving play vehicles around a race track. Children describe the possible risks and are secure in their knowledge and ability about how to keep themselves safe. Children's good health is given utmost priority. The food is freshly cooked on the premises and provides an excellent balance of nutrients for children's dietary requirements. Children have choices about how much to eat. For example, a child does not want to eat the chunks of tomatoes and moves them onto his key person's plate. She recognises the child's needs and provides him with a spare plate to enable him control over what he eats. Staff teach children the importance of self-care and hygiene and show them how to wash their hands properly. As a result, children's good health is extremely effectively promoted.

The effectiveness of the leadership and management of the early years provision

The manager is extremely well informed in relation to the safeguarding and welfare requirements of the Early Years Foundation Stage. She has professional discussions with colleagues on her degree course, attends network meetings and is a member of various forums. She keeps up to date with any changes on the Ofsted website and reads relevant publications. Safeguarding is of paramount importance to all staff, who are extremely knowledgeable and confident about the signs and symptoms of abuse. The manager uses recent case reviews as a teaching tool for staff. They have an excellent relationship with social services and an excellent understanding of what to do if they have concerns about a child. Regular staff meetings are used to reinforce policies and procedures to keep children safe and to reflect on any changes made. Record keeping is impeccable. Accidents and incidents are clearly documented and appropriate people contacted expediently. The manager monitors the accidents and incidents to identify any patterns of reoccurrences that require her to make changes to policies or risk assessments. For example, a child slipped on the stairs and bumped her nose; as a result, new procedures have been put in place to ensure the safe movement of children on the stairs. Staff recruitment procedures are highly robust. The manager has excellent strategies and systems to ensure all staff are suitable. She regularly reviews this information and all staff are supported in their professional development by undertaking training to increase their skills. Written references and two forms of identity are recorded and kept. Information about staff medication is reviewed and the manager is meticulous about ensuring staff remain fit and well to safely supervise children.

The manager is exemplary in her monitoring of staff. She observes their direct practice and reviews their record keeping and knowledge of their key children. Parents are asked for their views on staff practice and all of this information is used to carry out effective supervisions with staff. Staff feel empowered and listened to and are able to improve their professional development by attending training courses. The manager supports staff at regular team meetings and she supports staff through effective mentoring and coaching. Staff cascade their learning from training courses at full staff meetings and impart some of their new knowledge on staff, who are then able to implement this improved practice into their teaching of children. The nursery has made outstanding improvement since their last inspection. The extremely motivated manager demonstrates a keen passion for all the children and her recent training, to achieve her early years degree, has had enormous impact on her drive and motivation. Her recent learning has informed practice and she is supported by a very passionate and enthusiastic staff team.

Self-evaluation is excellent. Staff, parents and children are involved and they are asked about what they like and dislike and where they would like to see improvements. The manager has finely tuned target areas for improvement so all children benefit very well. All steps are taken to support children with English as an additional language. Staff take the time to involve parents by asking how to pronounce key words and provide resources and books to support children's language development. Staff have appropriate training to help children with additional needs and this is shared with the whole staff team at regular meetings. The nominated person is experienced and knowledgeable and staff adapt their teaching strategies to ensure all children, including those with special educational needs and/or disabilities, are included and able to take part in activities to promote their future learning, making this a fully inclusive setting. Partnerships with parents and with other

settings and professionals is a strength for the setting. All staff communicate effectively with parents. They take the time to listen and support parents and have a lot of parents recommend them to new parents. Information about the setting, teaching and the curriculum is shared via a notice board by the main door and by newsletters and displays about the teaching and learning. The nursery has a parents' forum, made up of a representative of parents who help to review policies and procedures and reflect on any new legislation with the staff. Parents are extremely well involved in their children's learning. They regularly share information from home by using the 'wow' sheets accessible outside each room and staff inform them in detail daily about what the children enjoy and learn. In addition, staff make personalised sets of flash cards, of significant key words for children to enable them to practise at home. Another child is supported in mathematics at home, by helping the staff to make dog shaped number cards to play with at home. Parents attend a 'sing and sign' session at the nursery with their children to learn some basic Makaton signs to further support their children at home. This shared approach to children's learning means there is consistency to their learning and the children make excellent progress. Children are very well prepared for school. There are lots of games and activities to support their personal, social and emotional development in readiness for school and children use old uniforms in their role-play games the term prior to starting school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY440607
Local authority	Leicestershire
Inspection number	921563
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	97
Number of children on roll	102
Name of provider	Helen Smith & Polly Underhill Partnership
Date of previous inspection	16/04/2013
Telephone number	01455698141

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

